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# CD 511 X The Pastor and Christian Discipleship

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## THE PASTOR AND CHRISTIAN DISCIPLESHIP CD511X

**Professor: Catherine Stonehouse, Ph. D.**

### **Greetings From Your Guide (words of welcome)**

Hello, from the Bluegrass state! If you're looking for CD511X, with Asbury Theological Seminary in Wilmore, Kentucky, you've found the right room. It's my privilege to serve as your guide on this ExL Adventure. You can expect exciting explorations and discoveries along the way. One of the richest finds we'll uncover will be our own interactions as co-learners. This jaunt takes us into the ministries of teaching and making disciples, real passions of mine. God has let me pursue these passions in the local church setting, from a denominational position, and now as a seminary professor. But more about all of our stories as the semester begins. Complete your Resumes (instructions were included in the "systems Test) so I, and other class members, can begin to get to know you, and don't forget to include your geographic location -- it's fun to see where we all are.

As you read this document its format makes sense on a full screen (or at least it does to me). If you print the syllabus, however, it will break sentences in funny places and look less organized. Nothing we can do about that except realize that we lose a little in "translation." Still, [it's valuable to have a hard copy of the syllabus.](#)

### **ExL Team**

Since so much of this experience depends on community, you won't be surprised that I'm not your only guide through this process. **Andy Adams** ([exl\\_support@asburyseminary.edu](mailto:exl_support@asburyseminary.edu)) serves as technical guru, and all your computer-oriented questions go to him. **Amy Jo Adams**, ([exl\\_coach@asburyseminary.edu](mailto:exl_coach@asburyseminary.edu)) our ExL academic coach, helps me make sure I'm making sense (even guides get temporarily misplaced sometimes). You can count on Amy Jo or **Kevin Osborn**, ([exl\\_director@asburyseminary.edu](mailto:exl_director@asburyseminary.edu)) the ExL Director for giving advice, interpreting my stuff (not that it would ever be unclear), and encouraging you in the midst of this wild ride. Last, but not least, get to know **Hannah Kirsch**, ([hannah\\_kirsch@asburyseminary.edu](mailto:hannah_kirsch@asburyseminary.edu)) our fearless ExL Reference Librarian and **Dot James**, ([dorothy\\_james@asburyseminary.edu](mailto:dorothy_james@asburyseminary.edu)) who handle book and article requests. When you're stuck, one of us will be able to get you back on track.

### **Course Description (highlights on your journey)**

"The Pastor and Christian Discipleship" points us in several directions (which is appropriate, since pastors and Christian educators are usually running in several dozen at one time). We'll look at roles and responsibilities of the pastor or lay leader in the teaching, discipling ministries of the church. You can anticipate navigating through biblical and social science models of understanding, teaching, learning, and faith developing. Lay ministers (volunteers) require nurturing, training, and guiding. Their involvement and your support of their education ministries are crucial in the faith community, so we'll turn our hearts and minds in that direction as well. Throughout our travels together, you will begin constructing your own understanding of the Christian's teaching and discipling ministry.

### **Course Objectives (targets I aim for you to hit)**

My goal is for this experience to help you grow in your ability to communicate the faith through teaching and discipling ministries with children, youth, and adults (all ages and stages). You will also learn to lead others, facilitating their growth as Christians and as effective servants

in education ministries. In the midst of all the tools, techniques, and to do lists, I will be praying that this course enhances your own faith and opens up more room for Jesus to be your true Teacher, your ultimate Guide along The Way.

By the end of this CD511X adventure, you will be able to:

1. Articulate biblical and theological principles for the church's educational/discipling ministry (purpose, process, and leadership roles).
2. Evaluate educational perspectives from the social sciences and the field of religious education.
3. Design teaching plans using the learning style model for instruction.
4. Recruit and equip God's people for ministries with all ages and assist your congregation in understanding how lay and clergy work together as the Body of Christ.
5. Lead the laity to implement and evaluate new ways of doing CE ministry using insights from change theory to design plans.
6. Develop your theology or philosophy of Christian education and discipleship, which integrates findings from the social sciences, with biblical and theological perspectives, and considers Christian education's connection to evangelism and the Great Commission.
7. Articulate your excitement for Christian education's role in helping the people of God grow in Christ and fulfill the Great Commission

### **Learning Covenant (promises to keep)**

For some of you, learning through ExL is a new experience. In the pioneer spirit this course requires, let me share a quote from Kentucky's own Daniel Boone: *"I can't say as ever I was lost, but I was bewildered once for three days."* If we get by with only three days of bewilderment, I'll be ecstatic! Let's all just take a deep breath and expect the unexpected at times. To reduce any anxiety connected with this class (did someone say **anxiety?**), let me make clear to you what you can expect from me, and what I expect of you.

### **What you can count on from me:**

1. I'll have all your materials and assignments online by 9am (ET) at the starting date for each of our learning modules.
2. I will respond to course related emails each Tuesday and Thursday between 9:00 and 11:00 AM. Unless you mark your message "urgent," I'll respond to them on a first come, first serve basis. I do check my email most days so usually will be close by if you need a fast turnaround. Class email goes into the Discussion Center; personal email goes by our individual addresses. You can reach me at [Cathy\\_Stonehouse@asburyseminary.edu](mailto:Cathy_Stonehouse@asburyseminary.edu).
3. I'm also available over that neat little invention called the telephone. If you think it would be helpful for us to talk, email me to set a time at seminary or at my home. If you land in the Lexington/Wilmore area, I'd enjoy meeting you face to face, too!

4. I won't enter all your discussions, but I will monitor your class and team conversations and participate at times.

5. If I need to be out of town for a few days, I'll let you know in advance.

6. You can count on me to hold you in my prayers throughout the semester. I'll pray for you as a learner, as a leader, and as you request.

### **What I count on from you:**

1. You will actively participate as a member of a learning community, submitting responses and assignments by the due dates given. CD511X isn't an independent study. Our classroom is electronic, but real, and we'll be interacting with and learning from one another. You'll find participation expectations spelled out clearly with each learning module. Notice that discussions and class interactions comprise a significant portion of your grade.

2. You will invest the same amount of time in this class as if you were on campus. So make room for **10-12 hours** of reading, reflecting, discussing, and writing on line each week.

3. You need to post all conversations to the Discussion Center so that every class member has access to them. Some assignments will carry exceptions to this rule, and I am not prohibiting personal email communication. However, if we were in an on-campus setting, we would all hear the questions and responses, so I'm asking you to make our electronic classroom similar.

4. Send larger documents as attached files, and shorter responses in email messages. Assignments will indicate whether to send a response to the "Office" or the "Discussion Center." If you have technical difficulties, Andy Adams, ([exl\\_support@asburyseminary.edu](mailto:exl_support@asburyseminary.edu)) can best assist you with computer questions.

5. If you have business or family responsibilities that take you away from our community for a few days, please let us know ahead of time.

6. Sometimes life sneaks up on us. If a crisis hits your household, email me as soon as you can, so we can adapt the schedule and also pray for your struggles.

7. Ask at least one friend outside your family to pray for you and your family during this semester. It's an exciting endeavor, but challenging, too; we need all the support we can get!

### **Required Reading Assignments**

**The Pastor as Religious Educator**, Robert L. Browning, ed.

**Making Disciples: Faith Formation in the Wesleyan Tradition**, Sondra Higgins Matthaei

**Disciple Making Teachers**, Josh Hunt

**Creative Ministry**, Henri Nouwen, chapters 1 and 4

**Reaching Out**, Henri Nouwen, chapter 5

**Patterns in Moral Development**, Catherine M. Stonehouse.

"Learning from Gender Differences," Catherine M. Stonehouse. (article at ATS bookstore)

**Soul Stories: African American Christian Education**, Anne Streaty Wimberly

**LSI Inventory and Grid** (ATS bookstore)

From the following list **select one** book to read.

**Revitalizing the Sunday Morning Dinosaur**, Ken Hemphill

Read in: Module 5

**Children in the Worshiping Community**, David Ng and Virginia Thomas

Read in: Module 5

**Young Children and Worship**, Sonja Stewart and Jerome Berryman

Read in: Module 5  
**The Ministry of Nurture**, Duffy Robbins  
Read in: Module 5

**Foundations: Shaping the Ministry of Christian Education in Your Congregation  
AND Planning for Christian Education**, Carol Fouts Krau, Ed. (United Methodist)

Read in: Module 6

(The final grade point will be reduced by .25 - .5 for reading not completed.)

### Reading Due Dates

The readings listed below for each module give helpful background for the topics being explored. Also, following this guide spreads your reading across the semester, making it more meaningful and life more livable.

Also note the dates when all the reading in each book is to be completed. On those dates post a message in the Office stating you have completed the assigned read and name the text.

Module 2 – September 9 - 20

**Read:** Browning pp. 1-10

Hunt pp. 6-46

Matthaei pp. 11-98

Module 3 – September – October 4

**Read:** Browning pp. 35-50

Nouwen: *Creative Ministries* chapter 1

*Reaching Out* chapter 5

Stonehouse *Patterns in Moral Development*

"Learning from Gender Differences."

**Report Due – September 25**

**Report Due – October 4**

**Report Due – October 4**

Module 4 – October 7 - 18

**Note:** Complete Kolb Learning Style Inventory

**Read:** Browning pp. 51-106

Wimberly

**Report Due – October 18**

Module 5 – October 2 – November 1

**Read:** Browning pp. 178-234

Hunt pp. 111-124

Matthaei pp. 99-183

**Report Due – November 1**

**Report Due – November 1**

Module 6 – November 4 - 15

**Read:** Browning pp. 107-177

Hunt pp. 48-109

Module 7 – November 25 – December 6

**Read:** Nouwen: *Creative Ministry* chapter 4

**Report Due – December 6**

Module 8 – December 9 - 13

**Read:** Browning pp. 11-34

**Report Due – December 13**

**Note: I need to receive reading reports only on the Report Due dates listed above. Those are the dates when all readings are completed in a particular book.**

### Course Requirements

The following outlines our course requirements. You can see a full explanation of each assignment by clicking on the related entry in its corresponding module.

1. Participate in on-line discussions of readings and other activities for each module.

2. Two brief integrative papers  
Using Learning Styles in Teaching – Module 4  
Leading Change – Module 7
3. Cooperative Learning Group Project – Modules 2 - 5
4. Basic Beliefs Processing and Presentation  
Basic Beliefs Processing reports – Modules 2-7  
Basic Beliefs Creative Presentation – Module 8

### **Voluntary Activities (enhancements to the process)**

"Beside Still Waters" -- I would like to create a devotional folder that you can check once or twice a week for inspiration. Would you be willing to contribute to this effort? Even one entry from each of us will keep our devotional folder full.

Movie clips and Sound bites -- So often secular movies and songs present teachable moments, powerful and memorable. As you run across effective snips of wisdom on screen or "noteworthy" lyrics, tell us about it in the "Movies and Music" folder.

### **Grading**

Since the time each of you is able to invest in this class may vary, you can contract for an "A" or a "B." Earning an "A" requires an additional project. Options from which to choose are listed below.

All papers and projects will be graded on a 4.0 scale.

On a "B" contract, (1) Participation, (2) Integrative Papers, (3) Learning Group Project, and (4) Basic Beliefs Process Reports and Creative Presentation will be averaged for the course grade. The following grades will be assigned for the following grade points:

B + 3.4 - 4.0; B 2.8 - 3.3; B - 2.4 - 2.7.

Lesser grades will be assigned if the grade point falls below 2.4.

On an "A" contract, (1) Participation, (2) Integrative Papers, (3) Learning Group Project, (4) Basic Beliefs Process Reports and Creative Presentation, and (5) the additional project will be averaged for the course grade. If the accumulated grade point is 3.6-3.75, an A- will be assigned, for 3.3-3.59, a B+.

If assignments are submitted late, grades will be lowered unless a change in deadline has been arranged with the professor. (This includes class discussion activities.)

### **Optional "A" Level Projects**

If you choose to work for an "A" in "The Pastor and Christian Discipleship," select one of the following 4 projects. During the first week of the semester you can ask me questions to clarify your project. [Let me know which project you've chosen by September 9.](#)

#### **1. Application Dialogue**

This project is open to pastors or persons teaching regularly each week in the local church or other Christian education setting. You will invest one hour each week (minimum of 12 hours during the semester) with one or two other pastors/teachers and discuss how you can put the principles explored in this course to work. You'll also evaluate your applications.

Your dialogue partners could be one or two other members in this class (which would call for online chats), or you may choose persons who aren't taking this course. You'll need to bring non-class members up to speed on what your learning and encourage them to read some of our materials to enrich your discussions.

In your conversations review key concepts from your reading and class discussions. What in your experience affirms or brings into question these ideas or strategies? Which concepts hold the greatest potential and which most challenge your current ways of thinking and doing? What concepts seem confusing, unworkable, applicable? How will you adjust your ministry in light of your learning?

Each week send me a brief email report indicating the amount of time your group spent interacting, who participated, and a quick outline of topics discussed (no more than 75 - 100 words total). **At mid-term and semester end you'll submit a 1 - 2 page evaluation of your experience. Report what you've done or changed as a result of the dialogue session. Evaluations are due October 18 and December 13.**

Grading criteria: fulfillment of time invested in dialogue and significance of application efforts.

## **2. Christian Education Resource Research, File and Evaluation**

Spend a minimum of 15 hours locating sources of Christian education/discipling resources, ordering catalogs and brochures, setting up a filing system, filing the information gathered, evaluating curriculum and preparing your report on the project. You may want to include some of your time searching for helpful internet resources

Evaluate two sets of comparable Christian education resources for one age group and write a 2 page summary of your evaluation. The materials should come from two different publishers and contain at least 10 session plans each. If you choose to evaluate Vacation Bible School materials, resources for a 5-day school will fulfill the requirement. [I will send a curriculum evaluation guide to those who select this project.](#)

Send me an outline of your file categories, a list of sources from which you have received information, the number of hours you invested in the project, and your 1-2 page evaluation paper. [These items need to be sent by surface mail and arrive on campus by December 13.](#)  
Grading criteria: time invested, breadth of sources, pertinence of evaluation, organization of file.

## **3. Observation, Interview, and Report**

Invest a minimum of 15 hours interviewing professional and volunteer Christian education workers and observing their C.E. ministries. Generate a list of questions to ask and to have in mind as you observe. The list may change as the semester progresses. Questions need to allow for expanding your understanding of topics related to course content.

Write a four-page, double-spaced paper based on your interviews, and observations. Discuss your insights, their relationship to the course and implications for future ministry. Append a list of the questions that guided your exploration, a brief description of the persons interviewed, and a statement of the time you invested. Submit all these items by **December 13.**  
Grading criteria: time invested, significance of learning reported

## **4. Teaching Experience and Evaluation**

Do you want to develop your effectiveness as a teacher? Then this project may be for you. [You will not begin working on this project until October 18, after completing Module 4.](#) You will invest a minimum of 15 hours in the following activities.

Using the Learning Styles teaching model presented in Module 4, design and teach three or more lessons for a small group or class in the church. You may adapt printed curriculum materials or create your own lesson plans. Have at least 3 persons evaluate you each time you teach and evaluate yourself. I will provide you with an evaluation guide. **(Continued)**

Evaluate at least one other teacher using the guide provided. You may want to invest time evaluating several teachers.

By **December 13** submit copies of your lesson plan outlines, the evaluations of your teaching, your evaluations of others, and the amount of time invested in the project. **The material will need to be sent surface mail, with enough time to arrive by December 13.**  
Grading criteria: effective implementation of the Learning Style model, age appropriateness of lesson, and time invested.

### **Course Schedule**

Module 1 – Ready, Set, Go	September 3 - 6
Module 2 – Biblical and Theological Foundations	September 9 - 20
Module 3 – Basic Beliefs about Teaching and Learning	September 23 – October 4
Module 4 – Effective Teaching	October 7 - 18
Module 5 – Disciple Making Across the Life Span	October 21 – November 1
Module 6 – Empowering Laity for Discipling	November 4 - 15
Module 7 – Leading Change	November 25 – December 6
Module 8 – Final Integration	December 9 - 13

### **Note**

**All papers are to be double-spaced, and in 12 point type.**

**Document the source of ideas and quotes using an official form of documentation.**

**Inclusive language is to be used when referring to human beings in writing and discussion.**